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ABSTRACT

Public service internships not only provide a means for college students to help government get its job done, they also teach the student a good deal about the real world of urban affairs. This report covers the Urban Corps approach to providing a college student internship program in local government. Such a program is based on 3 principles: (1) it draws on college students at any level of their education and from any academic discipline to offer them a significant, career-oriented experience in public service; (2) it operates through an Urban Corps office, often staffed by students themselves, that administers the program; and (3) it is offered through the Federal College Word-Study Program, which is provided with funding to cover up to 80% of compensation for students who need money to remain in school. The report goes on to explain how Urban Corps are organized, how job assignments are developed, and how students are recruited and placed in an assignment. (Author)

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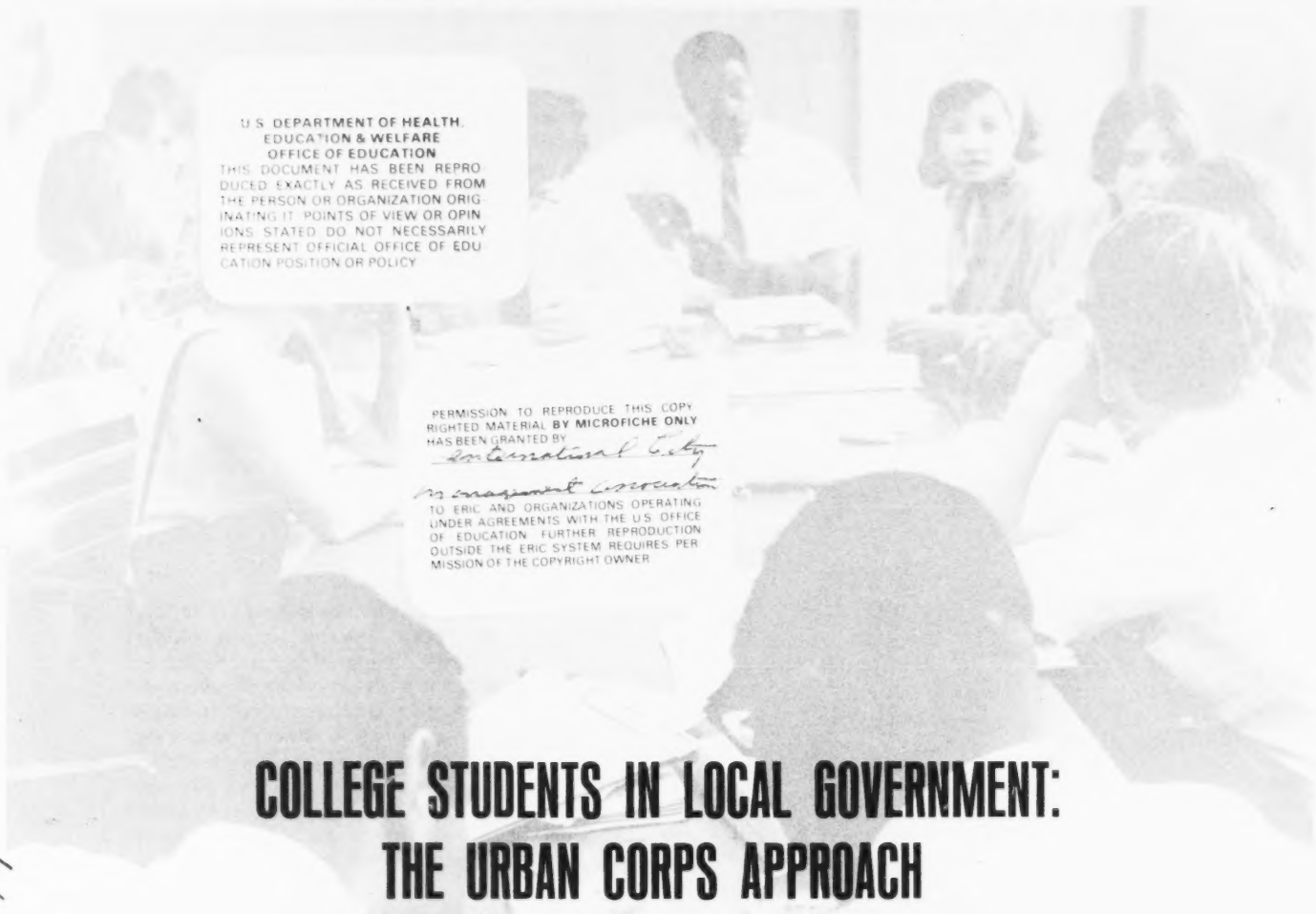

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COLLEGE STUDENTS IN LOCAL GOVERNMENT: THE URBAN CORPS APPROACH

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THE REPORT AT A GLANCE

Public service internships not only provide a means for college students to help government get its job done; they also teach the student a good deal about the real world of urban affairs.

This report covers the Urban Corps approach to providing a college student internship program in local government. Such a program is based on three principles: (1) it draws upon college students at any level of their education and from any academic discipline to offer them a significant, career-oriented experience in public service; (2) it operates through an Urban Corps office, often staffed by students themselves, which administers the program; (3) it is offered through the Federal College Work-Study Program, which is provided with funding to cover up to 80 percent of compensation of students who need money to remain in school.

The report goes on to explain how Urban Corps are organized, how job assignments are developed, and how students are recruited and placed in an assignment.

Because the program relies on federal funding granted to institutions of higher learning, an Urban Corps must operate through a contractual arrangement with a college or university. The intricacies of federal requirements regarding pay, control of work, and like matters are explained.

COLLEGE STUDENTS IN LOCAL GOVERNMENT: THE URBAN CORPS APPROACH

For many years local government has employed preprofessional graduate students in public service internships. More recently there has been a widespread movement to involve the broader college student population in similar activities.

As demands for municipal services increase, the need to utilize every potential source of skilled and motivated manpower becomes more pressing. At the same time today's college student wants to test his or her academic training in the real world, to serve the community, and to participate in the governmental process. Public service internships have been seen as a constructive means of meeting these requirements by involving college students in the work that needs doing today as well as interesting them in urban affairs and service careers for tomorrow.

In the course of their attempts to establish broad-based student internship programs, many cities found that the local college student manpower pool was practically untapped. Few college students had been hired by government – sometimes because it was believed that they lacked the necessary skills, at other times because short-term or part-time assignments were considered too constraining or too expensive. When college students were employed it was often in a haphazard fashion and in jobs that did not take full advantage of their talents.

To harness this new resource more effectively, fifty-seven large and small cities, metropolitan areas, and states developed college student internship programs on the Urban Corps model.

WHAT IS AN URBAN CORPS?

An Urban Corps is an internship program in local government for college students, usually offering full-time assignments during college vacations and part-time assignments while classes are in session. An Urban Corps type of internship program is usually operated by a city government, although it may also be established by a council of governments (COG), some other level of government, a college or university, or a private nonprofit agency. Despite variations in scope and administration, each Urban Corps is organized around three principles:

1. College students are a *unique* and *valuable* manpower resource. The Urban Corps approach is designed to draw upon students at any level – from freshman to graduate student – and from many different academic disciplines. Their talents are brought together through a pool of responsible and career-oriented internships in local government agencies, and, in some cases, in private nonprofit organizations as well.

   Students in Urban Corps programs have counseled adolescents on drug abuse. They have researched fire department practices and surveyed ambulance utilization. They have served as aides in city legal offices and hospital hematology labs. They have assisted city managers and monitored air pollution control stations.

This report was prepared by Lawrence N. Gold, Executive Director of the Urban Corps National Service Center (1140 Connecticut Avenue, N.W., Washington, D.C., 20036). Inquiries about establishing an Urban Corps may be addressed to Mr. Gold.

2. Because college students require a special type of assignment – short-term in nature but responsible and educationally oriented – a special Urban Corps office is established to act as the central supplier of student manpower to government departments and agencies. This Urban Corps office, which serves as a focal point for involvement-seeking students, can eliminate haphazard, catch-as-catch-can hiring by coordinating the assignment process. The Urban Corps office can usually be staffed by the students themselves.
3. Qualified students are obtained through the Federal College Work-Study Program (CWSP). Federal College Work-Study Program funds can cover up to 80 percent of the compensation of undergraduate or graduate students who need money to remain in school. The local college financial aid officer administers these funds, determining student eligibility and deciding how many of the students will be employed on the campus and how many will be made available to public or private nonprofit agencies. By contracting with participating colleges an Urban Corps can obtain a number of these students, paying the matching employer's salary share from a budget provided for that purpose or from the budgets of the employing agencies. This makes the employment of relatively large numbers of students economically feasible. Some programs supplement College Work-Study Program students with volunteers and with students paid entirely by local funds or other grants.

In order to outline the available options and to gain a better understanding of program operations, we will study the Urban Corps concept in the light of the experiences of thirty-four Urban Corps programs that returned a questionnaire submitted to them in June 1971 by the Urban Corps National Service Center at ICMA headquarters.

HOW IS AN URBAN CORPS ORGANIZED?

It is important that an Urban Corps be equipped right from the beginning with an organizational "home" and an administrative structure capable of operating the program and adapting to its growth.

Of the questionnaire respondents, twenty Urban Corps had their programs administered by city governments, six by states, two by counties, one as a combined city-county effort, four by nonprofit agencies (such as COGs), and one by a college. Some of the state-operated programs placed college students only in state agencies, while others (such as Pennsylvania's) placed interns in municipal government as well. Programs operated on a regional or multigovernmental basis (such as the New York City Metropolitan Regional Council Urban Corps and the Greater Los Angeles Urban Corps) are organized to pool resources and lessen competition among localities for the limited number of college students available.

When a local government decides to operate an internship program it must choose the department most willing and able to carry it out. Nearly half the questionnaire respondents – fourteen – stated that their program was administered directly by the office of the chief administrator: the mayor, the city or county manager, or the governor. The remaining government-run programs were operated as follows: six by the youth or manpower agency, three by the personnel department, two by the budget or research departments, two by state departments of community affairs, one by the human relations department, and one by the bureau of local and management services.

Staffing arrangements vary. Only ten of the questionnaire respondents had programs directed by a full-time staff man with only Urban Corps responsibilities (and a number of these directors were part-time graduate students). Fourteen programs were run by a full-time agency employee who included Urban Corps in his broader responsibilities. Ten programs employed a college student (usually a graduate student) on a part-time basis to serve as the Urban Corps director.

Programs placing a maximum of 50 students employed an average of 1.1 full-time staff and 0.9 part-time staff during the summer, and 0.72 full-time and 1.63 part-time staff during the academic year period. Programs that placed 51-200 students averaged about 1.9 full-time and 1.2 part-time staff during the summer, and 0.8 full-time and 1.8 part-time during the academic year. Programs of 201-400 students averaged about 4.5 full-time and 3.5 part-time staff during the summer, and about 2.2 full-time and 3.5 part-time during the academic year. Programs placing over 400 students averaged 14.5 full-time personnel during the summer, and 7.5 full-time and 2.5 part-time staff during the academic year.

Most of the full-time and part-time personnel are college students, usually employed under the Federal College Work-Study Program like the other participants. Not only does this reduce administrative costs, but it introduces a sense of student participation and flexibility into the program. Obviously, as program size increases, more "professional" personnel are

Boulder and Bowie: The Smaller City Urban Corps

According to last summer's program questionnaire, the Urban Corps in Boulder, Colorado, employed thirteen interns from the University of Colorado, Brandeis University, and the University of Iowa. The interns worked in most of the city departments and with the city-county Health Department. The program was operated out of the city manager's office. Its staff consisted of a coordinator, who was an assistant to the city manager, and an assistant coordinator, who was a graduate student. The Boulder Urban Corps arranged special seminars and discussion groups for its interns to add an educational dimension to the internships.

The Urban Corps in Bowie, Maryland, employed four students from Bowie State University in administrative posts. The city manager, an administrative assistant, and the city finance director all contributed part of their time to administer the program.

required to maintain continuity in year-round operations. Participating colleges should be invited to nominate students for these administrative posts.

A typical Urban Corps office includes a program director, an assistant in charge of program development/placement, and an assistant in charge of fiscal operations. It is preferable to hire other CWSP students as field evaluators, education component administrators, and newsletter editors, the number of such staff depending upon the size of the program.

Physical arrangements for an Urban Corps should include space for interviewing student applicants (even if most placements are handled on the basis of applications), as well as adequate telephone equipment, because the smallest Urban Corps operation prompts a considerable student response.

Administrative expenses and staff salaries (including the matching share of CWSP salaries) are usually supplied locally. In a number of cases, participating departments are charged a percentage of student salaries above and beyond the CWSP matching share. (If, for example, the CWSP matching share is 20 percent, the agency can be charged 30 percent – the additional 10 percent being considered an "administrative override.") More often, administrative expenses are supported by direct appropriation from the local government.

HOW ARE JOBS DEVELOPED?

An Urban Corps usually puts together a pool of internship assignments between January and April, so that it can present a prospectus of available opportunities to college administrators and students well in advance of each summer.

The Urban Corps should take a very direct hand in developing and evaluating assignments submitted by the departments, because an internship is a special kind of job. It must be tailored to short-term involvement during the summer or during cooperative education periods, and to part-time involvement during the school year. It should exploit the wide range of skills, talents, training, and interests to be found among college students, and not merely the traditional areas such as recreational work and tutoring. An internship should offer a student the maximum potential for *service* to the community and for *learning* in terms of educational and career growth. Service and learning go hand in hand: assigning students to low-level or make-work activities can squander their talent, hinder their motivation, teach them little, and impair cooperation with the college. An internship should be flexible enough to allow for joint goal-setting between the student and the supervisor when placement is made, and the pool of assignments should be large enough to allow for a broad range of placement choices.

Urban Corps programs solicit assignments from a wide variety of local government departments. Some questionnaire examples are: city and county health departments (6); hospitals (4); mayor's or manager's office (6); finance (5); personnel (5); planning (7); highways, public works, engineering (11); traffic, transit, parking (6); parks and recreation (8); social services (4); housing and community development (12); Model Cities and Community Action Programs (including local drug control) agencies (21); education, schools (6); probation (5); judicial systems (8); police (2); air pollution control (1); information systems (2); economic development (1); printing office (1); and the Human Rights Commission (2). A number of Urban Corps programs also place students in private nonprofit organizations such as COGs, the National Alliance of Businessmen, the Urban Coalition, legal aid societies, the American Civil Liberties Union, the American Friends Service Committee, chambers of commerce, the YMCA, the YWCA, Boys' Clubs, the Boy Scouts, the Girl Scouts, the Big Brothers, the Salvation Army, the Red Cross, child care clinics, and various other local community improvement groups.

How Does a Local Urban Corps Determine the Range of Agencies To Approach? Although most of the Urban Corps programs do, in fact, confine themselves to a governmental role, there are a number which view the Urban Corps as a community-wide effort and actively try to involve private nonprofit agencies. Many programs also seek out agencies which will accommodate the skills of the local college student population. A city's traffic department may be approached to provide opportunities for engineering students, and independent organizations such as private hospitals and legal aid societies may participate in order to accommodate premed or law students.

Another factor influencing the range of agencies is the local Urban Corps funding structure. Some Urban Corps programs (ten of the thirty-four questionnaire

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respondents) receive a direct allocation which is in the form of a central fund to pay the CWSP matching salary share for the interns placed in any government department. The other programs require that the participating departments pay all or part of the matching salary share from their own budgets, sometimes including an administrative override to cover program expenses. Private nonprofit agencies nearly always contribute the matching share from their own budgets.

Urban Corps funding schemes, then, affect the range of agencies in two ways. First, Urban Corps programs supported by an administrative override are more likely to go to private nonprofit agencies for additional administrative monies. Second, Urban Corps programs with a central salary fund have greater flexibility in developing assignments and controlling internship standards. The departmental funding scheme may cut out agencies that cannot afford the CWSP matching share, regardless of the potential value of their internships.

How Are Placement Standards Set? In inviting departments to develop internship assignments, an Urban Corps has to secure agency-wide understanding and top policy-level support for the program. Seventeen questionnaire respondents conducted multi-agency briefings, usually for department heads and generally chaired by the mayor or manager. About twenty-four respondents held supervisory training sessions on internship design. Twenty-eight respondents employed telephone solicitation; twenty-nine conducted visits to the agencies; thirty-three corresponded with department heads; and eighteen wrote to agency personnel officers.

No matter how small the program, a special written "job request" form should be completed directly by all prospective supervisors, in order to provoke consideration and planning for the internship and to provide a good tool for matching students with the right job (see sample, Appendix A). A simple job title or general description will not suffice: the intern request form must clarify the supervisor's own conception of the nature of the assignment and the type of student needed to fill it. (Occasionally a supervisor may make independent arrangements to employ a particular intern; the intern request form generally allows him to indicate this.)

Most intern request forms call for a brief description of the intern's basic project or role and a list of *specific* clerical, nonclerical, or field activities required to complete the assignment. Because they are frequently out of touch with current academic standards, most supervisors cannot predict accurately the academic level or major required of prospective interns. Therefore, supervisors are usually asked only for a general statement of the special experience, skills, or training the assignment requires. The Minneapolis-St. Paul Twin City Area Urban Corps (see excerpt, Appendix B) asks the supervisor to analyze the importance of a number of specific skills in terms of the internship objectives.

Internships may involve a problem-solving research project or a general staff assignment. Care should be taken to ensure that staff assignments provide the student with definite and measurable goals for the internship period and leeway for initiative and discretion in carrying them out. (For a further discussion, consult the Urban Corps National Service Center report on *Service-Learning Internship Design.*)

Problem-solving internships for teams of college students are sometimes developed by participating agencies or as special Urban Corps operated projects. For example, New York City's Office of Administration implemented an internship team's recommendations regarding ambulance utilization; also, in Detroit an Urban Corps sponsored a task force which conducted a study of local youth problems. Special programs are sometimes developed which allow individuals or teams of college students to recommend and carry out their own research projects.

To maintain program standards the local Urban Corps must be in a position to impose standards on prospective assignments. No college student should be assigned to a job that could be performed by someone in high school. Twenty-four questionnaire respondents indicated that they would not accept a job that appears "menial," or which prior field evaluations have shown to be below college level. Although many positions have some clerical component, twelve respondents automatically reject assignments that are "mainly" clerical, and most programs are reluctant to accept jobs of this nature. Only three respondents indicated that they would accept any job submitted by a participating agency.

Jobs should be classified and filed in a way that will facilitate the placement process. One method is to utilize a three-part classification code. For example, a particular position in community organization offered by the Department of Human Resources might be classified HR-C03-011. The HR stands for the Department of Human Resources. The C03 would be one of a series of codes that indicate the broad *types* of assignments offered by the Urban Corps (see Appendix C). In this case C03 could be the code for Community Programs Assistant. The last part of the classification, 011, is simply a number, based on the number of requests submitted to the Urban Corps, which differentiates this assignment from all the others.

HOW ARE STUDENTS RECRUITED?

Urban Corps programs mainly recruit students eligible for salary support (up to 80 percent) under the Federal College Work-Study Program (CWSP). This program provides part-time employment for needy undergraduate and graduate students either at their college or off-campus in the public interest.

These CWSP funds are *not* granted directly to an Urban Corps but are granted to colleges and universities which may assign a number of their CWSP students to an Urban Corps type of program. This is how CWSP funds reach most colleges and universities:

1. An educational institution wishing to take part in CWSP submits an application annually, which is reviewed by a regional panel of consultants familiar with the institutions in the area.
2. Funds appropriated for CWSP by Congress are distributed by the Bureau of Higher Education of the U.S. Office of Education as follows:

   FIRST, the Office of Education determines the amount of CWSP funds available to each state according to an allotment formula laid down by Congress.

   THEN, the Office of Education determines the funds available to the colleges in each state on the basis of the regional panel-reviewed applications and the proportion of low-income students attending the institutions.

An institution's CWSP monies are usually administered by its financial aid officer. The college alone determines which students are eligible for CWSP assistance. Students requesting CWSP must demonstrate to the college's satisfaction that they will require funds in order to continue in school. That is, they must show that their educational costs in the coming year will be greater than the amount of money available to them. Preference is given to low-income students.

The college financial aid officer also decides how many CWSP students will work on the campus (in college cafeterias and libraries, for example) and how many will be assigned to such agencies as an Urban Corps.

Because the institution is directly and solely responsible to the federal government for the proper use of its CWSP grant, it must sign formal contracts with any off-campus agencies to which it assigns students. An Urban Corps-college contract fixes the parties' duties and obligations to each other in accordance with federal laws and regulations, local and institutional legal practices, and the parties' own preferences.

An Urban Corps can contract with local colleges or with any college around the country participating in CWSP. During summer vacations contracting with schools outside the community allows the Urban Corps to employ local students attending out-of-town colleges. It can also bring fresh talent into the locality; in fact, a number of Urban Corps programs provide temporary housing in college dormitories or private homes for out-of-town interns.

Contracts should address the following areas:

Contracts: Compliance with Federal Regulations. Contracts should specify:

1. The public or private nonprofit status of the Urban Corps
2. That work performed under the agreement will be in the public interest
3. That work performed under the agreement will not result in the displacement of employed workers or impair existing contracts for services
4. That work performed under the agreement will not involve the construction, operation, or maintenance of so much of any facility as is used or is to be used for sectarian instruction or as a place for religious worship
5. That work performed under the agreement will not involve political activity or work for any political party
6. That employment under the program will be without regard to race, creed, or national origin.

Contracts: Levels of Compensation. Under the current CWSP rules students may be paid between $1.60 and $3.50 an hour, depending also on local and federal minimum wage requirements. Wages must be based on an hourly salary scale, and students may be paid only for hours of work actually completed (i.e., no advance payment, vacations, holidays, or compensation for lunch hours). Beyond this, CWSP requires only that pay be "appropriate and reasonable" in accordance with job type, student skills, and local conditions.

Salary levels can be graduated on the basis of the nature of the job or the academic level of the student. Most programs pay on the basis of academic level alone, because it is difficult to assign different pay levels to the wide variety of Urban Corps jobs and unfair to place students in assignments on the basis of salary factors rather than educational and service considerations. The academic level basis also permits students to be employed under a generic Civil Service classification rather than under a proliferation of job-related titles. Freshmen and sophomores have received an average of $2.25 an hour, juniors and seniors have earned $2.50 an hour, and graduate students have averaged $3.00 an hour (according to questionnaire responses).

The Urban Corps should try to ensure that its students receive higher hourly salaries than CWSP students employed on the campus, because Urban Corps interns are usually called upon to perform more difficult and professional assignments and many incur additional costs in working off the campus. Please note, however, that CWSP students in or outside an Urban Corps are usually given a maximum total amount that they can earn under CWSP. Higher hourly salaries simply permit students to reach that maximum figure a matter of days sooner. Contracts should state specifically that the employment is governed by conditions that are "appropriate and reasonable in the light of such factors as the type of work performed, the geographical region, and the proficiency of the employee."

The contract should also specify the federal CWSP share that is supplied by the institution. The college is empowered to set a federal salary share *below* 80 percent, and some colleges have been doing this in order to employ more students under their limited CWSP funds. If presented with this situation, an Urban Corps should take steps to ensure that all agencies employing CWSP students at that institution – including the college itself – are subject to the same restrictions. The U.S. Commissioner of Educa-

tion, upon application from a CWSP college, can fix the federal share *above* 80 percent, but guidelines have not yet been issued for this kind of determination, and most institutions, anxious to spread their funds as widely as possible, are not interested in securing a higher federal share for Urban Corps internships.

During periods when the student is not attending classes, such as vacations or cooperative education semesters, the CWSP work time may not exceed forty hours weekly, although either the Urban Corps or the college may set weekly schedules below forty hours. During periods of nonregular enrollment, such as part-time summer school classes, CWSP permits full-time employment at the discretion of the institution. Students who are attending regular classes may work an average of fifteen hours a week during weeks when classes are in session.

Contracts: Fiscal Control and Accountability. There are a number of ways to contractually arrange payment of Urban Corps students under CWSP.

1. College Paymaster. Under this system, each college prepares payrolls and distributes salary checks to its Urban Corps students while billing the Urban Corps for the matching local contribution to CWSP salaries.

The Urban Corps sends time cards to the college at the end of each institutional pay period, which can range from weekly or biweekly to a lump sum at the end of the internship (as the parties choose). The local matching salary share is payable to the college at the end of each pay period, or at the end of the internship, or even in advance of the student's employment based on anticipated earnings.

Many institutions traditionally act as paymaster for their CWSP students in off-campus agencies, because the college is primarily responsible for the proper use of CWSP funds. This is a generally acceptable course of action; also, a local Urban Corps may occasionally feel unwilling or unable to take on these responsibilities itself. However, the college paymaster system can cause difficulties when an Urban Corps obtains its students from a number of different colleges, especially during the summer. The Urban Corps may have to follow a different payroll, time card, and recording procedure for each college in the program and thus find itself saddled with considerable follow-up and control problems. The college paymaster system can also create questions of taxation and employer responsibilities in cases where Urban Corps interns work in a different governmental jurisdiction from that of the college. Delays in payment will often result.

2. Agency Paymaster. Under this system the individual departments or nonprofit agencies participating in an Urban Corps prepare and distribute pay checks to the students under their supervision on the same basis as to regular employees. Each college is billed for the federal CWSP salary share of its students, which is payable at the end of the agency pay period or at the end of the internship or in advance of employment. Under this system the Urban Corps sometimes serves as go-between for the transfer of records and funds between the college and the agency.

The agency paymaster system is most often employed by an Urban Corps which serves many different local governments in a metropolitan area or which serves a number of independent nonprofit agencies. Although this sytem provides needed flexibility under such circumstances, it can also result in some confusion and delay in payment. For example, twenty students from one college may be assigned by an Urban Corps to twenty different agencies. If each agency acts as the paymaster, the college must forward its federal CWSP salary share to twenty different agencies which may have entirely different payroll systems. Furthermore, under this system an Urban Corps must rearrange payroll systems with the college whenever it transfers a student from one agency to another.

3. Urban Corps Paymaster. Under this system the Urban Corps is responsible for the payment of all students in the program, while it bills each college for the federal CWSP salary share (see Appendix G).

Particularly in medium or large Urban Corps programs, this system may offer the best alternative. It allows for uniformity and central control, thus reducing the burden on the institutions and speeding student payment. It also eliminates potential jurisdictional tax problems and allows students to be transferred easily from one agency to another. The Urban Corps can assume payroll responsibilities and still allow the college to fulfill its responsibility for proper CWSP administration if it will provide the college with: (1) the identity of supervisors and the right to inspect work locations; (2) certification of the hours worked by each student, gross and net wages paid, and evidence of payment; and (3) such other information as may be required of the college by the U.S. Office of Education, which can subject each CWSP college to an audit.

The Urban Corps paymaster system undoubtedly imposes record-keeping burdens on the organization and requires adequate arrangements for the printing of salary checks and the retrieval of the federal CWSP salary share. These burdens can be alleviated considerably by the use of college interns in an Urban Corps fiscal unit.

Each paymaster system allows for considerable flexibility among the contracting parties on the specifics of pay period timing, salary share reimbursement, issuance of time cards, and other details. In fact, different paymaster systems may be employed with different participating colleges. However, it is in the Urban Corps' interest to bring about uniformity of payroll procedures among the various colleges to the greatest extent possible.

Contracts: Control of Work. The institution and the Urban Corps share responsibility for the acceptance of participating students, their work, and its termination. These responsibilities should be fixed in the Urban Corps-college contract.

The institution's authority to accept students for

participation in CWSP and to refer them to the Urban Corps should be specified. The Urban Corps should retain the right to reject applicants certified by the college. The Urban Corps should indicate that it will provide reasonable supervision for the students, while the college has the right to inspect work sites and review payroll records.

The contract can provide for the termination of all students on a specified date, or it can treat each student's term of employment as a separate case to be indicated on the employment application. The college must terminate a student if he loses his eligibility status for CWSP assistance or reaches his limit in terms of the receipt of CWSP funds. Although the institution cannot use CWSP funds to compensate ineligible students, it should *not* be absolved from liability for its share of the student's compensation until it duly notifies the Urban Corps of its intention to terminate a student.

The contract should also specify the right of the Urban Corps to terminate a student or to transfer him to a different agency. The college and the student should be notified of the cause for Urban Corps termination, although this is not required by federal regulations. Please note, however, that the Urban Corps can terminate a student from its program but it *cannot* terminate a student from receiving CWSP assistance.

Contracts: Employer Relationships. Who will legally stand as the "employer" of Urban Corps students: the college, the Urban Corps, or the user-agency? The employer is responsible, among other things, for workmen's compensation and social security. Rules which determine the employment relationship vary from state to state, and counsel should be sought to advise an Urban Corps of its responsibilities. The employment relationship is generally based on a number of factors, such as:

1. The right to control and direct work
2. The method of payment
3. The furnishing of equipment and work place
4. The right of discharge
5. The intent of the parties as expressed in their contract.

No single factor is normally conclusive; the pattern of relationships is as important as the expressed intention of the parties. College Work-Study Program regulations do not indicate whether the institution or the off-campus agency should be deemed the employer.

As we have seen, the pattern of relationships in an Urban Corps situation presents a very mixed picture. The Urban Corps is responsible to the college for providing reasonable supervision, but the college is similarly responsible to the federal government on this point. The paymaster may be the college, or the Urban Corps, or the user-agencies. The Urban Corps normally furnishes space and equipment, but the right of discharge is necessarily shared with the college. It is important that the party called the *employer* by contract be in line with the general pattern of the agreement.

In contracting with off-campus agencies, most colleges traditionally declare themselves the employer. Before this is done, however, the Urban Corps should make certain that it is not being exposed to liability, and it should note that many colleges require off-campus agencies to pay the costs of social security and workmen's compensation, even if they are not formally assuming these responsibilities.

It may, therefore, be wise to specify the Urban Corps as the employer, because this clarifies questions of liability and taxation, simplifies the establishment of controls over assignment and performance, and may free the government from the cost of social security. In Urban Corps programs serving many different levels of government or a group of private nonprofit agencies, establishing the user-agencies as the employer may bring about similar benefits.

The employer must cover Urban Corps students under workmen's compensation insurance. If the employer is the government, such coverage usually requires an order by the Chief Executive or the Civil Service Commission, whether the government is a self-insurer or purchases a commercial policy. If the employer is a college or another agency, the Urban Corps should consult counsel to determine its own liability with regard to job-related injuries.

By the same token, every government insures itself or purchases insurance to cover injuries caused to persons or property by its employees. In order to enjoy this coverage, Urban Corps students must be classified as government employees. If they are not so classified, the Urban Corps may be exposed to unlimited liability for injuries caused by its interns on the job.

Generally, income derived from participation in CWSP is included in the student's gross taxable income. Therefore, the employer is obliged to withhold appropriate amounts of federal, state, and local income taxes.

The federal government now permits persons to be exempted from federal withholding taxes if they declare on tax Form W-4E that their earnings during the year will not exceed a specified amount (about $1,800). Urban Corps students are often eligible for this option. The Urban Corps should contact the district office of the Internal Revenue Service and the appropriate local authorities for such regulations regarding federal, state, and local taxes.

If the Urban Corps or the agency is designated as the employer and paymaster, deductions from pay checks can be made as part of the general employee payroll system. If the college is the employer, however, the question arises as to whose taxes are to be deducted: those of the jurisdiction in which the institution is located, or those of the Urban Corps. The Urban Corps should consult counsel and the district Internal Revenue Service office for guidance if this point arises.

The identity of the employer is also essential in determining liability for social security contributions

(for both employer and employee). Where the institution is the employer, the type of institution, the type of employment, and specific federal and local provisions will govern the determination of social security coverage. Usually, if the institution covers its CWSP students under social security the off-campus agency will be required to reimburse the college for the employer's contribution.

Private nonprofit agencies generally bring their employees under social security by filing waiver certificates with the federal Social Security Administration. However, nonprofit agencies, if they are deemed the employer, can usually arrange to exempt Urban Corps interns from coverage.

Most states enter into agreements on their own behalf and on behalf of the local governments under their jurisdiction with the federal Social Security Administration. Such agreements specify classes of employees covered under social security and those excluded from coverage (such as part-time or temporary workers). If a local government is the employer it can, therefore, choose to classify Urban Corps students under an existing or new noncompetitive Civil Service category that is exempt from social security, thereby saving both the local government and the student about 5 percent of wages. Inquiries regarding social security coverage should be addressed to the district director of internal revenue for nonprofit employers, or to the state social security administrator for public agencies.

Compliance with federal regulations, levels of compensation, paymaster systems, control of work, employer responsibilities: these are the elements that should be contained in an Urban Corps-college contract. Most colleges have developed forms of agreement to be used by off-campus agencies under CWSP. In many cases, however, these contracts are not suited to an Urban Corps situation, and it may be necessary to draft a different form of agreement to deal with the special considerations outlined above. Such contracts often consist of three parts:

1. The body, which indicates the general responsibilities of the parties and compliance with federal regulations.
2. An addendum fixing compensation, hours, and opening and closing dates of the summer Urban Corps period, during which most students are able to work full-time. The body and the summer Urban Corps addendum should be negotiated during or just after job development takes place – between February and April.
3. A further addendum for the academic year Urban Corps, indicating the compensation, hours, opening and closing dates of the school year period, during which most students are available only part-time. This addendum can be negotiated toward the end of each summer.

The Urban Corps National Service Center can supply upon request samples of Urban Corps-college contracts covering a number of different legal and payroll systems. Interested parties will also find it useful to obtain a copy of the *Federal College Work-Study Program Manual*, which is available from the Bureau of Higher Education, U.S. Office of Education, Washington, D.C., 20202.

When an Urban Corps is organized to contract with colleges on behalf of a number of independent agencies (i.e., different levels of government or private nonprofit agencies) it is usually necessary to draft a further agreement between the Urban Corps and such agencies to outline their respective responsibilities. Such agreements should refer to:

1. The right of the Urban Corps to approve or reject agency job requests, review the work site, require student attendance at special Urban Corps functions, and remove students from the agency if necessary.
2. The agency's obligation to utilize students in a manner consistent with CWSP regulations, the agency job request, suitable work and supervision conditions.
3. The employer and paymaster arrangements, including workmen's compensation and social security, that are consistent with the Urban Corps-college contract.
4. Provisions for the payment of the matching local salary share, if supplied by the agency.

Selecting the Interns. In all college negotiations the Urban Corps' basic interest is in securing as many talented CWSP students as it can. However, many institutions do not refer as many students as the Urban Corps needs because grant funds are limited and because there are strong internal pressures to keep CWSP students employed on the campus.

It is therefore important for the Urban Corps to build bridges with top campus administrators and department chairmen, as well as with the college financial aid officer. It may also be useful to encourage students to apply for the program through CWSP (although the Urban Corps should avoid the appearance of pressure on the financial aid officer, who retains complete discretion in the referral of CWSP students).

Twelve respondents relied solely on the financial aid officer to tell prospective interns about Urban Corps when they applied for CWSP. Seven programs indicated that they brought publicity to the campus in the form of Urban Corps promotional materials or field representative presentations. Five other programs supplemented on-campus promotion with general media publicity.

Nineteen programs indicated special efforts to recruit minority students. This was primarily done through contact with campus student organizations and ethnic studies departments, discussions with local financial aid officers, and contracts with minority-based colleges and the United Negro College Fund.

How do college financial aid officers determine which CWSP students will be referred to an Urban Corps? Nine questionnaire respondents indicated that

the colleges had referred CWSP students at random, based on quotas set for each off-campus program. Thirteen respondents indicated that the colleges referred CWSP students who requested placement in the Urban Corps. Eighteen programs informed the financial aid officer of the types of interns being sought, and indicated that students were screened and referred roughly according to those specifications.

At the college financial aid office, Urban Corps applicants should be supplied with a catalog of available jobs or an index of the areas of employment being offered under the program (see Appendix C). The Urban Corps should develop a written application form on which the student describes his or her academic background and interests, and indicates a preference for a number of specific jobs or areas of employment from the Urban Corps catalog (see sample application, Appendix D). The financial aid officer signs the application, formally referring the student to the Urban Corps and indicating the terms of employment in regard to salary, maximum earnings, and hours. The student also formally agrees to the conditions of employment.

The preferred application format asks for the student's general employment preferences rather than specific job choices, in order to retain Urban Corps flexibility and to avoid arousing false hopes among underqualified students. For the same reasons, it is *not* advisable to set a list of jobs before the students and direct them to contact prospective supervisors on their own.

The application may be mailed to the Urban Corps, or applicants may bring their forms to an Urban Corps interview. With a pool of assignments and a pool of prospective interns now on hand, the Urban Corps is ready to fulfill its major purpose: placement.

HOW ARE STUDENTS PLACED?

The placement process has three parts:

The Urban Corps Referral. The local Urban Corps tentatively matches each student with an assignment based on the written agency request, the student application, and often a personal interview.

The Student-Supervisor Interview. The student and the supervisor meet directly to work out the qualifications, requirements, activities, and goals of the internship. If either the supervisor or the student is dissatisfied, the job is reopened and the student is reassigned.

The Evaluation. The Urban Corps staff should visit each student and supervisor at least once to smooth out potential differences, to transfer students, if necessary, and to compile information for future program development.

A basic and efficient Urban Corps referral system operates like this:

1. Applications are handled on a first-come, first-served, basis.
2. The student's first assignment preference, indicated on the application, is matched with the pool of jobs available in that field. The reader will recall that each job is coded and filed according to the categories of work that the students choose on their applications (see Appendices A, C, and D).
3. Additional factors which narrow down the final choice are:
   a) The duties and requirements of each job in the chosen field are matched against the student's qualifications, such as academic level, major, skills, courses, work experience, and grade average.
   b) Jobs having high city priority can be given first consideration, although filling high priority jobs without regard to student preference will seriously damage the program's credibility.
   c) Assignments must match the student's time schedule and be physically accessible.
4. If a suitable job is not found in the first preference category, the process can be repeated with the student's second chosen field, and so on.

Although the agency job form and the student application are quite adequate placement tools, many Urban Corps programs conduct student interviews designed for orientation, gathering placement information, and weeding out undesirables. The value of such interviews is open to question, however, considering the time and effort required, the subjective elements involved, and the limited sophistication of student interviewers.

After the initial placement has been made, the student is usually handed or mailed an Urban Corps referral form (see Appendix E). This form describes the assignment in a sentence or two, indicates whom the student should contact for an agency interview, and acts as a letter of introduction to the agency.

The student-supervisor interview allows both parties to accept or reject the referral on almost any basis they themselves consider important. It also allows them to work out a series of job goals based on the agency's objectives and the student's educational development. Defining these goals in written form and permitting student discretion in carrying them out is an effective way of determining responsibilities and measuring results. Further details will be found in the Urban Corps National Service Center report *Service-Learning Internship Design.*

If the interview is satisfactory, the student and the supervisor sign the referral form and return it to the Urban Corps office, from which a copy is forwarded to the college. The college copy acts as an addendum to the Urban Corps-college contract in confirming the terms of employment and the nature of the assignment. If the interview is unsuccessful, the referral is returned to the Urban Corps with the reasons for its rejection noted. The Urban Corps will normally reopen the job and reassign the student under these circumstances. Only very rarely will a student be entirely excluded from the program. (Thirteen questionnaire respondents will reject a student only for

being "completely uncooperative"; seven will reject a student only after repeated placement attempts; and two will turn a student away only after *all* placement opportunities have been exhausted.)

Thirty-one respondents conducted visits to each job site in order to establish Urban Corps-field communications and to resolve many job-related problems. Joint or separate discussions are usually held with the student and the supervisor, and the actual job duties are compared with the original agency form. Difficulties are corrected, if possible, and the field staff is empowered to transfer students to other assignments (or remove them from the program) if necessary. Because many job requests are resubmitted each year, a written series of previous field evaluations can help an Urban Corps to decide whether or not to accept certain positions. Field reports are also used to check the accuracy of submitted job descriptions and to determine the types of students to be placed in certain jobs. A sample report format is reproduced as Appendix F.

The students who serve as Urban Corps placement officers can double as field evaluators. During the summer an average of 1.8 field staff was used by programs employing less than 50 students; 2.2 field staff were used in programs employing 100-200 students; 5 field staff were employed in programs of 200-400 students, and 18 field staff were required by programs of over 400 students.

The placement process outlined in this section offers many different opportunities to recycle particular jobs and people before and after the internship begins. Whatever its limits, placement is still the most important Urban Corps job because it dramatizes the need for a middleman/referee between student and agency interests. If the students get unsuitable jobs or the agencies get unqualified students, the Urban Corps has failed to provide the agency-student balance required to keep the program alive.

THE INTERNSHIP EXPERIENCE: OTHER DIMENSIONS

The major internship elements – job development, placement, goal-setting, and evaluation – have already been discussed. However, many Urban Corps programs consider it important to add extra dimensions to the job experience. Following are some examples:

1. In addition to employing a field staff to foster communications, fourteen questionnaire respondents produced a student-edited newsletter which appeared, on the average, monthly.
2. Sixteen respondents held an average of three convocations during the internship; these were designed to bring all the students together, to orient them, and to accord them (and the Urban Corps) recognition by top city officials.
3. Fourteen programs arranged for their students to attend regular agency staff meetings, and thirteen respondents organized meetings between groups of interns and officials from many different agencies. These discussions allowed the students to put their individual experiences into a broader educational perspective, and permitted student agency interchange on a host of policies and issues.
4. Seminars centering around key issues, with both officials and academics as speakers, were conducted by twenty programs. Such seminars can be organized as one-session programs or as a series. Seminar programs have dealt with "The History and Future of Civil Rights," "The Structure and Dynamics of Urban Organization," and "Case Studies in City Crisis."
5. Ten programs arranged for local colleges to grant credit for Urban Corps internships, particularly when these were coupled with a student report or a seminar series. Credit courses must usually be developed on a department-by-department basis in each college. Occasionally, credit for noncompensated internships has been arranged.
6. One program was enterprising enough to conduct encounter groups and simulation games for the students.

Why does an Urban Corps go to the trouble of adding activities such as these to its responsibilities? The reasons are as follows:

1. These activities add to the student's educational experience by providing contact with the views of other interns and professionals, and by highlighting the job's relationship to broad government policy and to social issues. In so doing, the Urban Corps also helps promote interest in public service careers and helps earn the credibility it needs so that college officials will continue to support students' participation.
2. These activities directly expose the government to student (and academic) ideas and increase the program's visibility with top-ranking officialdom.
3. These activities can exert a subtle influence on the level of Urban Corps assignments. Supervisors are more likely to develop responsible jobs if they are kept aware of the program's broader purposes and if they know that their students will attend seminars, or receive credit, or write papers based on their experiences.
4. Finally, these activities help ward off program stagnation and staff apathy as the placement process and fiscal procedures become fixed and more mechanical.

In organizing seminars, care should be taken to involve students and faculty advisers in the choice of topics and speakers.

Because CWSP makes no provision for funding education programs, other sources (usually local) must be utilized. Several cities have secured grants from local industries and foundations. In some cases the participating college has administered an education program for its students at no cost to the Urban

Corps. In some states, too, it may be possible to use funds under Title I of the Higher Education Act; these funds are administered by state agencies or state consortia of universities. A list of agencies administering Title I funds can be found in the Urban Corps National Service Center report *Federal Funding Sources Related to Urban Corps Internship Programs* (available from the Urban Corps National Service Center, The International City Management Association, 1140 Connecticut Avenue, N.W., Washington, D.C., 20036).

Urban Corps students under CWSP can handle most of the administrative arrangements for education programs. They should bear in mind the fact that it is most important to notify both students and supervisors of education program schedules well in advance. More information on such programs is available from the Urban Corps National Service Center.

HOW ARE STUDENTS PAID?

Federal College Work-Study Program salary regulations, as well as a number of paymaster and tax systems, were described earlier in this report, in the student recruitment section. It will be recalled that, under CWSP, the student's pay check consists of two elements: the *federal share,* provided through the college, and the *matching share,* provided by the Urban Corps or the employing agency. Payroll periods are determined by contract; the Urban Corps, the college, or the agency may act as paymaster. Regardless of the system chosen, the payroll process will encompass the elements listed below.

1. **Time Cards.** At the end of each pay period a time card will be completed at the job site. Whether the card is developed by the college or the Urban Corps, it must contain the student's name, the agency, hours worked, and student and supervisor's signatures. The time card should be a multicopy form, so as to permit the Urban Corps, the college, and the agency to maintain the relevant payroll records. The supervisor should retain control of blank time cards. It is then generally the student's responsibility to send completed time cards to the paymaster. Upon receipt, they are stamped for time and date.

2. **Pay Checks.** If the Urban Corps is the paymaster, its staff will compute each student's gross wages for the payroll period as the product of the hourly salary and the hours indicated on the time card. A statement of gross wages will then be sent to the local government payroll department, where the proper tax deductions are made and checks printed. While the checks are being printed, each college is billed for the CWSP share of its students' salaries. Student pay checks should not be released until the college indicates in writing or by phone that it will reimburse the locality for the CWSP salary share. (A sample Urban Corps paymaster flow chart is reproduced as Appendix G.) When the Urban Corps is the paymaster it should try to arrange to cover the pay checks pending receipt of the CWSP share, so that students will not have an unduly long wait for payment.

If the college acts as paymaster the situation is reversed: the college prints pay checks and bills the Urban Corps for the local matching salary share.

In disbursing pay checks the key elements are speed, accuracy, and proof of payment – which is required by CWSP regulations. Various arrangements can be made. Students may pick up their checks at the Urban Corps office, at the employing agency, or at the college – or checks may be distributed by mail. Personal pickup makes it easy to establish proof of payment (the student simply signs a receipt). In a large Urban Corps, however, check distribution at the Urban Corps office or the agency can be burdensome. Pickup at the college may be inconvenient during vacation periods and impossible for students attending out-of-town schools.

If payment is made by mail, the paymaster should either: (1) utilize student address cards in window envelopes, requiring the students to return the cards by mail upon receipt of their checks; or (2) arrange to retrieve or microfilm the students' cancelled checks.

Note: Students should expect payment at least a week or two *after* the first time card is submitted. Because of CWSP regulations, the first check cannot be prepared until the student has demonstrated the hours actually worked during the pay period. The time lag is necessary for computing earnings, printing pay checks, and obtaining authorization from both salary contributors.

3. **Record Keeping.** The paymaster should maintain an ongoing record of each student's earnings to date, so that students may be informed and removed from the payroll when they have reached their maximum allowable earnings under CWSP. The paymaster must also retain student time cards and evidence of payment for CWSP audit purposes.

A number of Urban Corps programs pay some students entirely by means other than CWSP, such as city funds, state funds, or funds from other federal programs. Payroll arrangements will, of course, differ under such arrangements.

Localities may wish to consult the Urban Corps' National Service Center report *Federal Funding Sources Related to Urban Corps Internship Programs* for an analysis of the federal programs having funds which can be applied to student internships.

THE URBAN CORPS CALENDAR

Colleges usually grant CWSP awards in two cycles: *a summer period,* when most students work full-time, and *an academic year period,* when students work an average of fifteen hours weekly. For program and record-keeping purposes it is often useful for an Urban Corps to separate these two periods.

The summer program usually starts about the middle of June and ends around Labor Day. This is the period of heaviest activity. The interns are

devoting all of their time to their assignments; students attending out-of-town colleges are on hand; a larger Urban Corps staff is employed. Most auxiliary services, such as education programs and publication of newsletters, are conducted then. The salary levels and time span of the summer program can be an addendum to the Urban Corps-college contract.

Another contract addendum can be signed with local colleges for the academic year program lasting from September to May. *All* academic year students, even those continuing from the summer, should complete new applications, so that their maximum earnings, pay rates, and payroll records can be properly established. Participating agencies need only indicate the job requests which are to be continued on a part-time basis. Since many academic year students want to retain their summer jobs, their placement involves a minimum of effort.

Although a smaller staff is required during the academic year, by late winter the program should be preparing to get new job requests, contracts, and planning under way for the summer Urban Corps. Staffing arrangements were discussed earlier in this report under "How Is an Urban Corps Organized?"

WHAT ARE THE GOALS OF THE URBAN CORPS?

We asked each questionnaire respondent to rank a group of program goals in order of importance. The responses, listed in Appendix H, are surprisingly uniform considering the variety in Urban Corps administration. Also notable is the fact that student-oriented goals (such as providing educational experiences) ranked over agency-oriented goals (such as providing skilled and low-cost manpower).

We also asked each program to judge its success in a number of areas. The results, which appear in Appendix I, were generally good, although "providing an educational experience," considered the second most important goal in Appendix H, ranked only sixth in terms of successful implementation.

Another apparent result was that many programs did not yet consider themselves "self-sustaining and permanent" agencies. This is understandable, since the questionnaire was usually completed at the end of the first operating year. However, it is important for a fledgling Urban Corps to plan to move beyond the pilot stage right away; this requires special attention to the following areas:

1. A new program should employ as many students as it can accommodate, in order to have a real impact on the employing agencies. As many departments as possible, and career civil servants as well as top-level appointees, should be exposed to the interns' services. Also, students should be placed in responsible and visible positions.
2. A new program should take great care in fulfilling its payroll responsibilities. Regardless of educational value, no financial aid officer will associate with an off-campus agency that causes CWSP difficulties.
3. A new Urban Corps should be established on an organizational and staffing basis from which it can easily and naturally expand.

The results of a well-planned student involvement program become evident when the employing departments begin to request more interns, often outstripping the supply of students by the second operating year. They also become apparent as more students request Urban Corps placement from their colleges. In 1970 a lengthy questionnaire was mailed to the students in twenty Urban Corps programs. Fully 65 percent of the national sample indicated that they were "highly satisfied" with their assignments, and more than 80 percent called their experience "worthwhile." Some factors influencing satisfaction were:

1. The freedom to choose assignment field.
2. The availability of on-the-job training and orientation.
3. Participating in staff meetings; feeling a part of the agency; being treated like a regular staff member; having contact with the supervisor and having the opportunity to make suggestions.

Although the vast majority of students had reported negative views toward city government before their internships (calling it inefficient, resistant to new ideas, and unsympathetic), a similar majority had the exact opposite response regarding their own agencies after the internship. It is also interesting to note that students with negative ideas about government were just as likely to have a favorable experience as those who joined with a positive viewpoint.

A list of Urban Corps programs appears in Appendix J. Each program has faced the questions of scope, finance, and administration that were analyzed in this report. Each locality has answered these questions in its own way, and all of them have found that exposing students and government to each other in a constructive setting can be well within means and well worth the effort.

Your locality can launch its own Urban Corps type of program by following the steps outlined earlier:

1. Choosing an administering department and staff;
2. Soliciting intern requests from the agencies;
3. Contracting with colleges for CWSP students;
4. Placement.

The other program elements will flow from these basic functions. The Urban Corps National Service Center is available to further explain any of the processes described in this report, and to provide continuing information and representation for operating Urban Corps programs.

APPENDIX A

Sample Request for College Student Intern

FOR URBAN CORPS USE ONLY

CODE

COMMENTS

TO BE COMPLETED BY UNIT CHIEF

1 CITY DEPARTMENT OR AGENCY | 2 NAME OF CENTER (IF APPLICABLE) | 3 UNIT

4 WORK LOCATION ADDRESS | BOROUGH | ZIP CODE

5 UNIT CHIEF | SUPERVISOR (If same leave blank) | TITLE | TELEPHONE & EXT.

6 PROJECT OR ROLE FOR WHICH INTERN IS SOUGHT

7 FUNCTION OF UNIT

8 SPECIAL EXPERIENCE, SKILLS, COURSES AND/OR TRAINING REQUIRED TO PERFORM ASSIGNMENT

9 POSITION REQUIREMENTS

NON-CLERICAL _____ %	
CLERICAL _____ %	
FIELD WORK _____ %	

10 WORK SCHEDULE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		SUNDAY	
FROM	TO	FROM	TO	FROM	TO	FROM	TO	FROM	TO	FROM	TO	FROM	TO

Minimum Daily Requirement _____

Minimum Hours per Week _____

Maximum Hours per Week _____

11 REQUEST FOR SPECIFIC INTERN | NAME | COLLEGE | IF THIS STUDENT IS NOT AVAILABLE ☐ I WILL ☐ I WILL NOT ACCEPT ANOTHER INTERN

TO BE COMPLETED BY AGENCY COORDINATOR

12 PRIORITY OF ASSIGNMENT WITHIN AGENCY (CIRCLE ONE) 1 2 3

13 Request for assignment of an Urban Corps intern in the described position above is hereby approved. I hereby certify that the assignment of an Urban Corps intern into this position will not result in the displacement of a regular worker or impair existing contracts for services.

(SIGNATURE) (ADDRESS) (TELEPHONE & EXT.) (DATE)

14 Student can go directly for his interview [ ] Student must see agency coordinator first [ ]

APPENDIX B

Excerpt from Twin City Urban Corps Internship Proposal Form

SKILLS ANALYSIS

1. PLEASE read each statement carefully and consider to what extent each attribute is especially important in this particular internship. Then circle the appropriate point on the scale.
2. THEN go back and assign a number weight to each of the categories. Mark this number in the heavy box. The total of all weights should equal 100.

VERBAL SKILL ☐

To what extent will the intern be required to speak at public meetings, communicate extensively with individuals, or speak before government boards and commissions?

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of normal conversation, how important are verbal skills?

WRITTEN SKILL ☐

To what extent will the intern be required to write special reports, articles, or handle difficult correspondence?

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of normal correspondence, how important are written skills?

ANALYTICAL ABILITY ☐

To what extent will the intern be required to analyze data, organize research studies, or conceptualize abstract theory?

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of normal thinking, how important is analytical ability?

CULTURAL/RACIAL SENSITIVITY ☐

To what extent will the intern have to understand and/or relate to people of different cultural/ethnic backgrounds?

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of normal understanding of human relations, how important is cultural/racial sensitivity?

ORGANIZATIONAL ACCUMEN ☐

To what extent will the intern be involved in politically sensitive situations, or be required to have a sophisticated understanding of bureaucratic relationships?

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of a normal understanding of hierarchy, how important is organizational accumen?

INITIATIVE ☐

To what extent will the intern be required to initiate special projects on his own, pursue ideas without supervision, or be especially aggressive in order to accomplish his objectives?

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of normal motivation, how important is initiative?

OTHER ☐

To what extent will other skills, experience or personality traits be helpful.(Such as computer programming, photographic skills, a foreign language.) The skill or trait required is _____

1 2 3 4 5
AVERAGE QUITE IMPORTANT VERY IMPORTANT

Outside of the talents listed above, how important is the skill or trait just described?

OBJECTIVES

TO INSURE a meaningful internship for intern and supervisor, the Urban Corps has established a set of criteria. Please clarify the internship with regard to the following questions.

1. Will the intern receive an overview of the department? By what means?

2. How will the intern be encouraged to make observations and criticisms?

3. What provisions will be made to assure a close working relationship with supervisor and staff?

4. In what areas will the intern be expected to exercise responsibility? To what degree?

5. How will this internship encourage the intern's self-development?

APPENDIX C

Sample Index of Functional Categories of Available Jobs

A. ADMINISTRATION, MANAGEMENT, AND LAW

A-01 Public Administration and Management Asst.
A-02 Labor Relations Asst.
A-03 Public Relations and Editorial Asst.
A-04 Personnel Asst.
A-05 Purchasing Asst.
A-06 Legal Asst.
A-07 Accounting Asst.
A-08 Statistics Asst.
A-09 Secretarial Asst.

B. SCIENCE AND TECHNOLOGY

B-01 Laboratory Asst. (Biology)
B-02 Laboratory Asst. (Chemistry)
B-03 Clinical Asst. (Medical)
B-04 Clinical Asst. (Dental)
B-05 Nursing Asst.
B-06 Medical Technology Asst.
B-07 Dietary Asst.
B-08 Data Processing Asst. (Operations)
B-09 Data Processing Asst. (Programming and Systems Design)
B-10 Electrical Engineering Asst.
B-11 Mechanical Engineering Asst.
B-12 Civil Engineering Asst.
B-13 Traffic Engineering Asst.
B-14 Urban Planning Asst.
B-15 Production Asst. (Radio-TV-Film)
B-16 Graphic Arts Asst.

C. SOCIAL SERVICES AND HUMANITIES

C-01 Social Welfare Asst.
C-02 Group Work Asst.
C-03 Community Programs Asst.
C-04 Mental Health Asst.
C-05 Recreation Programs Asst.
C-06 Recreational Therapy Asst.
C-07 Manpower Training Asst.
C-08 Research Asst. (Psychology or Sociology)
C-09 Dramatic Arts Asst.
C-10 Historical Research Asst.

D. EDUCATION

D-01 Teaching Asst.
D-02 Education Asst. (Curriculum and Program Development)
D-03 Library Asst.
D-04 Audio-Visual Asst.
D-05 Instructor in the Arts (Music, Art, Drama, etc.)

APPENDIX D

Sample Application Form

TO BE COMPLETED IN FULL BY STUDENT

PERSONAL

☐ Mrs. ☐ Miss ☐ Mr. | NAME (Last) (First) (Middle) | AGE

ADDRESS DURING INTERNSHIP (City & State) (Zip Code) | TELEPHONE (Area Code)

EDUCATIONAL

UNIVERSITY AND/OR SCHOOL | DEGREE SOUGHT | DEGREE DATE

MAJOR FIELD OF STUDY | MINOR (If Applicable) | AVERAGE (Circle) A B C D | MAJOR AVERAGE (Circle) A B C D

ACADEMIC LEVEL ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Post Graduate

QUALIFICATIONS, SKILLS, ETC.

FUTURE CAREER PLANS | FOREIGN LANGUAGE ☐ Speak ☐ Read ☐ Write

SKILLS (Include Machines You Can Operate)

EXTRA CURRICULAR ACTIVITIES | HOBBIES

DESCRIBE ANYTHING ELSE THAT MAY BE OF USE IN PLACING YOU

ASSIGNMENT CATEGORIES

INDEX OF ASSIGNMENT CATEGORIES (Code Headings)

A01 – Public Administration and Management Assistant
A02 – Clerical Aide
A03 – Accounting Assistant
A04 – Personnel Assistant
A05 – Legal Assistant (For Undergraduates ONLY)
A06 – Legal Assistant (For Students Attending Law School ONLY)
A07 – Urban Corps Field Evaluator

B01 – Recreation Leader and Youth Supervisor
B01W – Workship Leader
B02 – Community Organization Aide
B03 – Teaching Assistant
B04 – Caseworker Assistant
B05 – Mental Health, Special Education and Vocational Rehabilitation Aide

C01 – Performing Arts Assistant
C02 – Production Assistant (Indicate Specialty)
C03 – Graphic Arts Assistant
C04 – Museum Assistant in the Arts
C05 – Journalism and Public Information Assistant

D01 – Laboratory Assistant
D02 – Dental Assistant
D03 – Nursing Assistant
D04 – Research Assistant in Psychology (Indicate Specialty)
D05 – Museum Assistant in the Sciences
D06 – Computer, Data Processing and Programming Assistant
D07 – Architecture Assistant
D08 – Engineering Assistant (Indicate Specialty)
D09 – Drafting Assistant

IMPORTANT:

In the spaces provided below, indicate your four (4) job preferences **BY CODE.** Above are listed the Code Headings but a more complete description is available from your Financial Aid Officer. To insure maximum flexibility in placement, please select **ALL FOUR** choices. In the area marked **"DESCRIPTION"** you should elaborate – when applicable – on any job specifications which relate to your choices.

ASSIGNMENT PREFERENCES

JOB TYPE (List In Order Of Interest) (See Index Of Assignment Categories)

CODE	DESCRIPTION	CODE	DESCRIPTION
1.		3.	
2.		4.	

RANGE OF TIME YOU ARE AVAILABLE TO PERFORM ASSIGNMENT

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		SUNDAY	
From	To	From	To	From	To	From	To	From	To	From	To	From	To

BOROUGH PREFERENCE 1. 2. | AVAILABLE EVENINGS ☐Yes ☐No

If you have previously worked for Urban Corps in a specific center or unit of a City agency, and wish to return there indicate below. This will be honored only if the job has been evaluated as satisfactory and if it meets the over all City-wide priorities of the Urban Corps.

AGENCY | CENTER OR UNIT | SUPERVISOR | TELEPHONE (And Ext.)

(Over)

[Appendix D continued next page]

TO BE COMPLETED IN FULL BY STUDENT

PERSONAL	☐ Mrs. ☐ Miss ☐ Mr.	NAME (Last) (First) (Middle)		SOCIAL SECURITY NO.
	ADDRESS DURING INTERNSHIP	(City & State)	(Zip Code)	TELEPHONE (Area Code)
	PERMANENT ADDRESS	(City & State)	(Zip Code)	TELEPHONE (Area Code)
IN EMERGENCY CONTACT	NAME (Last) (First) (Middle Initial)			RELATIONSHIP
	STREET ADDRESS	(City & State)	(Zip Code)	TELEPHONE (Area Code)

STUDENT CERTIFICATION

I, the applicant, hereby certify that I am enrolled, or accepted for enrollment as a full-time student at the Institution named, and have been certified by said Institution for participation in the URBAN CORPS under the Work-Study Program of said Institution. I understand that I will receive compensation in such amounts and under such terms as provided below under the Agreement between my college and the City of New York, a copy of which is available for inspection at the URBAN CORPS office. I UNDERSTAND THAT ANY WORK PERFORMED IN EXCESS OF THE TOTAL EARNINGS OR HOURS OR IN CONTRAVENTION OF THE TERMS LISTED BELOW WILL NOT BE COMPENSATED, EITHER BY THE URBAN CORPS OR MY INSTITUTION, WITHOUT PRIOR WRITTEN APPROVAL BY THE INSTITUTION.

As an URBAN CORPS intern I understand that I am an employee of the City of New York, will be expected to perform my assignment in a mature and responsible manner, and will comply with the requirements of the assignment and the instructions of my supervisor. I understand that I may be removed from my assignment and from the URBAN CORPS if I do not perform my work in a proper manner or otherwise do not comply with the regulations of the URBAN CORPS.

Date _____ Signature _____

TO BE COMPLETED BY THE FINANCIAL AID OFFICE

COLLEGE CERTIFICATION

I, the duly authorized College Work-Study Coordinator of the Institution named in this application, hereby authorize the employment of the above applicant by the New York City URBAN CORPS under the terms of the agreement entered into between said Institution and the City of New York for the conduct of a Work-Study Program under the Federal College Work-Study Program.

I hereby certify that said Institution will provide that portion of the applicant's compensation, as provided in said Agreement and as indicated below, and that the applicant has been informed of the obligations and limitations of his internship under the Work-Study Program.

This applicant is authorized to participate in the ☐ Summer ☐ Academic Year 19☐☐ URBAN CORPS program.

TERMS OF EMPLOYMENT	
RATE OF PAY/HOUR	$
MAX. EARNINGS	
MAX. AVG. HOURS/WEEK	

_____
(Authorizing Signature)

_____
(University or College)

_____
(Date)

[Appendix D, end]

APPENDIX E

Sample Internship Assignment Form

DATE 1 | COLLEGE | LEVEL 2 | INTERSHIP STARTING DATE 3

4 ☐ RECEIVING ACADEMIC CREDIT 5

NAME

ADDRESS

☐ INITIAL ASSIGNMENT
☐ REASSIGNMENT
☐ PART TIME
☐ SUMMER
☐ FULL TIME
☐ CWSP

PAY RATE 6

AGENCY 7 | CORDINATOR 8 | PHONE 9

ASSIGNMENT NO 10 | NATURE OF ASSIGNMENT 11

ADDRESS 12

TO BE COMPLETED BY AGENCY COORDINATOR

STUDENT S 13 | IMMEDIATE SUPERVISOR 14 | SUPERVISOR'S PHONE 15

☐ ACCEPTABLE
☐ UNACCEPTABLE
☐ DECLINED

REMARKS 16

ASSIGNMENT (NAME OF CENTER) 17

ASSIGNMENT ADDRESS 18

ASSIGNMENT HOURS 19

	FROM	TO
MON		
TUES		
WED		
THURS		
FRI		
SAT		
SUN		

SOC. SEC. NO. 20 | SIGNATURE OF COORDINATOR 21

TO BE COMPLETED BY INTERN

22

☐ I ACCEPT THE ABOVE ASSIGNMENT AND ALL RESPONSIBILITIES AS AN ATLANTA URBAN CORPS INTERN

☐ I DECLINE THIS ASSIGNMENT AND WISH TO BE REASSIGNED BECAUSE:

☐ I WISH TO WITHDRAW MY APPLICATION FROM THE URBAN CORPS. (SEE ITEM 5 ON REVERSE) 23

STUDENT'S SIGNATURE 24

DISTRIBUTION: WHITE, CANARY & GREEN - URBAN CORPS
PINK - AGENCY COORDINATOR
BLUE - INTERNS RECORD

ORIGINAL

APPENDIX F

Sample Field Staff Evaluation Report Form

Work Location_____

Intern_____

Supervisor(s)_____

I. THE UNIT (if already completed for another assignment, please indicate which one and when it was completed.)

1) Function of unit:

2) Structure of supervision (role of unit chief and supervisor:

3) Type of supervision:

4) Supervisors' attitudes towards intern and Urban Corps in general:

5) Your evaluation of supervision:

II. THE ASSIGNMENT

1) Description: Nonclerical (%), Clerical (%), Field (%).

2) On the job training?

3) Amount of responsibility given to intern:

4) Utility of the assignment: a) meaningful and challenging experience for intern; b) vital and necessary job to the agency; c) vital service to the people of the city; and d) a job which promotes change in the city. (YES, NO, MAYBE).

5) Assignment requirements: (for intern filling job - for "ideal" intern) Academic level; Major; Skills; Personality.

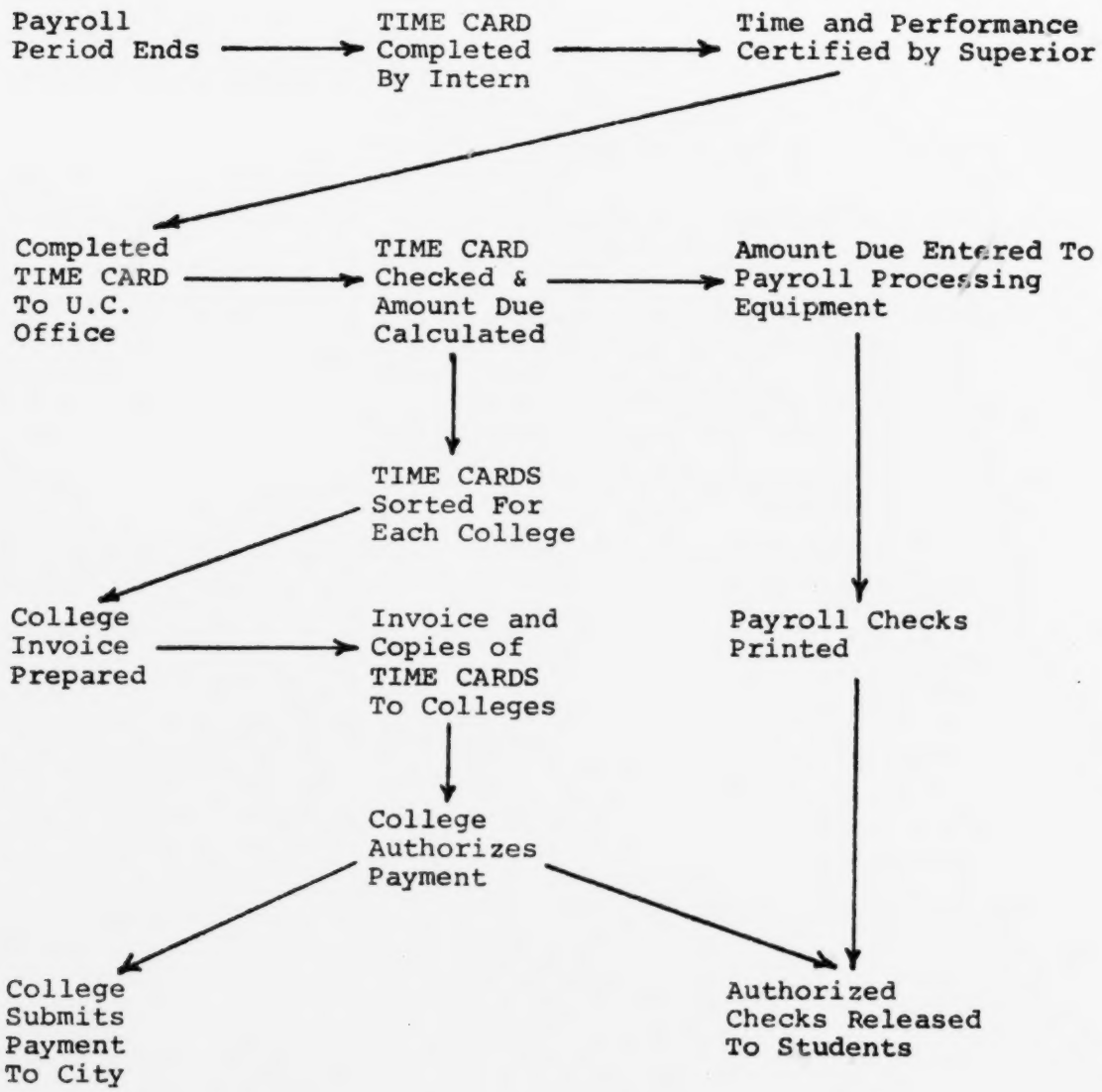
6) Intern's evaluation of his job: Excellent; Very good; Good; Poor.

7) Your evaluation of this assignment:

8) Answer if applicable: What attempts did you make to upgrade this assignment? How successful were your efforts? Was it necessary to transfer the intern?

APPENDIX G

Sample Urban Corps Paymaster Flow Chart


Payroll Period Ends
TIME CARD Completed By Intern
Time and Performance Certified by Superior
Completed TIME CARD To U.C. Office
TIME CARD Checked & Amount Due Calculated
Amount Due Entered To Payroll Processing Equipment
TIME CARDS Sorted For Each College
College Invoice Prepared
Invoice and Copies of TIME CARDS To Colleges
Payroll Checks Printed
College Authorizes Payment
College Submits Payment To City
Authorized Checks Released To Students

APPENDIX H

Goals of Local Urban Corps Programs As Ranked by Respondents

	PRIMARY GOAL	SECONDARY GOAL	LEAST IMPORTANT GOAL
1. providing young people a chance to take part first-hand in the public service	24	7	0
2. providing young people an educational experience they cannot get in the classroom	22	10	0
3. providing financial assistance to students to pursue their education	15	13	3
4. attracting into government the professional talent it so badly needs	12	13	3
5. providing the community with skilled and motivated manpower	10	20	0
6. bringing the resources of the academic community directly to bear upon the problems of the larger community	8	14	8
7. providing the community with low-cost manpower	0	14	14

APPENDIX I

Urban Corps Evaluations of Success in Selected Areas

How well each program succeeded in:	NOT AT ALL	A LITTLE	PRETTY WELL	VERY WELL
1. providing responsible and challenging assignments.	0	3	15	15
2. providing real help to the community.	0	7	14	13
3. placing the best people in the jobs that were "right" for them.	0	5	17	12
4. managing the payroll and financial aspects of CWSP.	4	6	10	13
5. bringing students and the "establishment" closer together.	2	9	14	7
6. providing the students a total "educational experience."	0	17	15	2
7. bringing colleges and government in your area closer together.	5	15	10	4
8. interesting students in public service.	2	12	16	1
9. making the Urban Corps a self-sustaining and permanent community agency.	8	7	12	4

APPENDIX J

Operating Urban Corps Programs

Arizona
Glendale Urban Corps *
Maricopa County U.C. *
Phoenix U.C. *
Scottsdale U.C.

Arkansas
Little Rock U.C.

California
Greater Los Angeles U.C. *
Oakland U.C.
San Bernardino U.C. *

Colorado
Boulder U.C. *

Connecticut
Greater Bridgeport U.C.
Hartford U.C. *

District of Columbia
D.C. Urban Corps

Florida
Miami-Dade U.C. *

Georgia
Atlanta U.C. *
S.P.U.R. (Savannah) *

Illinois
Chicago U.C.

Indiana
Indianapolis U.C.

Iowa
Des Moines U.C. *

Maryland
Baltimore U.C. *
" Metropolitan U.C. *
Bowie U.C. *

Massachusetts
Boston U.C. *
Public Service Intern Program *
(Dept. of Comm. Affairs, Boston)

Michigan
Battle Creek U.C. *
Detroit U.C.

Michigan (cont'd.)
Grand Rapids U.C. *
Kalamazoo U.C.
Pontiac U.C.
Ypsilanti U.C. *

Minnesota
Twin City Area U.C. *

Missouri
St. Louis U.C.*

New Jersey
Hoboken U.C.
Interns in Comm. Service *
(Dept. of Comm. Affairs, Trenton)
Monmouth County U.C.

New Mexico
Albuquerque U.C. *

New York
Buffalo U.C.
New York City U.C. *
NYC Metropolitan Regional Council U.C. *
Syracuse-Onondaga U.C. *
Westchester County U.C.

Ohio
Canton U.C.
Cincinnati U.C. *
Dayton U.C. *

Oklahoma
Tulsa Comm. Service Interns *

Pennsylvania
Allentown U.C.
Philadelphia U.C.
Pittsburgh U.C. *
Pennsylvania U.C. *
(Dept. of Comm. Affairs, Harrisburg)

Puerto Rico
San Juan U.C.

Rhode Island
Governor's Council on Youth *

Tennessee
Memphis U.C. *

Tennessee (cont'd.)
Nashville U.C.

Texas
El Paso U.C.
Youth Services Program (San Antonio)

Vermont
Vermont Local Government Internship Program (Montpelier)

Virginia
Hampton U.C.

Wisconsin
Madison U.C. *

* June 1971 Program Questionnaire returned.